

THE GEORGE WASHINGTON UNIVERSITY  
Washington, D.C.

MINUTES OF THE REGULAR MEETING  
OF THE FACULTY SENATE HELD ON  
NOVEMBER 8, 2002, IN THE ALUMNI HOUSE

President Trachtenberg called the meeting to order at 2:20 p.m.

Present: President Trachtenberg, Vice President Lehman, Parliamentarian Pagel; Deans Frawley, Harding, and Southby; Professors Balla, Briscoe, Castleberry, Cordes, Divita, Duff, Friedenthal, Griffith, Gupta, Haque, Harrington, Kennedy, Klarén, Maggs, Paratore, Robinson, Sell, Simon, West, Wilmarth, Wirtz and Zaghoul

Absent: Registrar Geyer, Deans Futrell, Phillips, Tong, Whitaker, Williams, and Young; Professors Cawley, Gallo, Glascock, and Pelzman

APPROVAL OF THE MINUTES

The minutes of the October 11, 2002, meeting were approved as distributed.

CHANGE IN THE ORDER OF THE AGENDA

Professor Robinson moved that the order of the Senate's agenda be changed so that Dean Harding could present his Report on the Elliott School of International Affairs as the next item of business. The motion was seconded, and passed.

REPORT ON THE ELLIOTT SCHOOL OF INTERNATIONAL AFFAIRS

Dean Harry Harding thanked the Senate for inviting him to make a presentation, which he said was the first one he had given in over seven years as Dean of the Elliott School. A full version of his report was distributed to Senate members, as well as the latest edition of the School's newsletter. Dean Harding then proceeded to outline highlights of his written report.

Dean Harding began by saying that it is important to note that the Elliott School is one of a small number of schools that offer both undergraduate and graduate training in international affairs. An even smaller number focus exclusively, as the Elliott School does, on international affairs as opposed to teaching public policy. The School's mission is to provide excellent teaching and research in the theory and practice of international affairs, and to provide both scholarly analysis and policy analysis and advice. The School's vision is to earn the reputation as one of the four best professional schools of international affairs in the United States.

The School's plan is comprised of six main parts: (1) building the faculty, (2) enriching academic programs, (3) recruiting first-rate students, (4) internationalizing the School, (5) building partnerships at home and abroad, and (6) increasing visibility through outreach and branding.

With regard to faculty, Dean Harding said it is important to understand the way in which the School's faculty is structured. All of its tenure-accruing faculty, except for one person, hold a position in one of four departments: Anthropology, Economics, History, and Political Science. Increasingly, these tenure-line, tenure-accruing, or tenured faculty stand at the forefront of their disciplines. They are recruited and promoted on the basis of their interest in policy issues pertaining to these particular disciplines. Within the Elliott School there is another group of full-time faculty who are designated by the title of "Professor of Practice. These faculty combine extensive practical experience with an ability to convey that experience in a rigorous and systematic way. There are also full-time visiting faculty and practitioners in residence, the most well known of whom are the Shapiro Professors. The two Shapiro Professors in residence this year are Leon Fuerth, and Miguel Rodriguez. The Elliott School also is able to utilize the extraordinary part-time faculty who are available in the Washington area. The size of the faculty has increased over the last several years in both the tenure-accruing and Professor of Practice categories. The School has also redefined existing lines as they have become vacant. Faculty are organized into Scholarly Centers, and in smaller, more virtual research clusters, called Research and Policy Programs, of which there are five. It is important to note, he said, that everything the School does is interdisciplinary, and therefore cuts across all of the other schools of the University. The School employs non-budgeted faculty drawn from every single school in the University, without exception. If asked where the School has already achieved clusters of excellence, both quantitatively and qualitatively, he said, these would be in the areas of Asian Studies, European and Eurasian Studies, International and Comparative Politics, International History [both modern, which basically means late 19<sup>th</sup> and early 20<sup>th</sup> century, and contemporary, which means Cold War] and International Economics. These are the School's areas of strength and priorities.

With regard to academic programs, he continued, at the undergraduate level, the School sees itself as being very much a liberal arts program, which takes advantage of the professional aura of the School's graduate programming. Efforts are underway aimed at increasing the engagement of students, especially through a series of sophomore seminars. In addition, Dean Harding said he feels the School has taken the lead relative to some of its other competitors in the area of professionalizing graduate education in International Affairs, which traditionally is largely academic, or liberal arts, in orientation.

At present, the Elliott School has dual or joint degree programs with the Law School, the Business School, and the School of Public Health and Health Services. A fairly recent program addition is a very successful mid-career students program, which is probably the single most successful program, according to student reviews. Dean Harding said that the School cannot succeed unless it recruits first-rate students, and in order to do this recruitment is conducted locally, nationally, and internationally.

Dean Harding noted that it is ironic that undergraduates study abroad, but few opportunities are available for graduate students in international affairs to do so. As noted in his report, the Elliott School has created overseas study programs for graduate students at nine different educational institutions overseas, and discussions are underway with additional prospective partners in India, Singapore, and Canada.

The Elliott School is working particularly hard on item six of the plan – increasing its visibility through outreach and branding. The School is not as well known as it deserves to be, said Dean Harding, so a high priority is being placed on connecting the School's students and faculty with key constituencies outside the University. Faculty are also playing an increasingly visible role in the media, and several are very active and prominent in the media, policy, and academic communities. The School is increasingly serving as a venue for major conferences and workshops for people around the world, and the School is home to a number of programs reaching out to state and local officials, K-12 teachers, diplomats, policy analysts, and others in the diplomatic and journalistic worlds. The School's themes will be showcased in its publications, its website, and in its institutional advertising, and all of this will be linked to the new building which is expected to open sometime in January, 2003.

Finally, Dean Harding reported that one of the School's programs is about to be named a Center of Academic Excellence in the University, and other programs with which the School works very carefully are also going to be so honored. Two of the School's Scholarly Centers recently received increased funding under the research enhancement fund. And perhaps most important, the School has taken the lead in preparing a successful proposal, for the second time, for the University to be named a National Resource Center in international studies under the Department of Education. GW is one of only eight universities in the country to be so selected, and the only one in the mid-Atlantic region. Several other proposals are in process to establish additional Resource Centers at the University as well.

Professor Wirtz asked Dean Harding to elaborate about cross-school collaborations, inasmuch as the Elliott School has non-budgeted faculty drawing from literally every school in the University. Dean Harding apologized for not mentioning the non-budgeted faculty in his written report, some of whom, he noted, were at the meeting. The Elliott School cooperates in a number of ways on the teaching side. For example, several of the schools, particularly Public Health and Health Services, Business, and Education, provide parts of course sequences that are concentrates for areas of the undergraduate and graduate programs. Secondly, there are the two dual degree programs already mentioned. There are specializations in International Business, Law, and Public Health. Increasingly the School is working on joining collaborative workshops, research and other exercises on the research side that will link it with other schools in the University. The thing to keep in mind, he said, is that the Elliott School is both a vertical school, like the others, but it is also a horizontal school. Thus, it performs the role of being a teaching school, but also is the center for international studies at the University.

Professor Griffith asked a question about the structure of the faculty, asking which proportion of the faculty are budgeted to the School, and which are not. Dean Harding said to the best of his recollection, there are approximately 45 full time budgeted faculty, including both tenure-accruing and non-tenure-accruing positions. In response to a follow-up question by Professor Griffith, Dean Harding said the Elliott School does not have joint appointments as a rule, there being only one such position currently in History and Public Policy & Strategic Matters (SBPM). Thus, these faculty are entirely budgeted in the Elliott School, and while Dean Harding serves as their cognizant dean, they are in individual departments. There are further, he added, approximately another 70 or so faculty who are non-budgeted, upon whom the School depends very, very heavily. Professor Griffith then asked what Dean Harding viewed as the chief problem facing the ESIA, other than resources. Dean Harding confirmed that, while the School could always use more resources, a key goal would be to keep the number of students at an appropriate level, and a second would make the School more visible and brand it. Professor Friedenthal asked if the School wished to reduce the size of its student body, and Dean Harding said the goal would be to somewhat shift the ratios of graduate to undergraduate students and mid-career people, while keeping the overall number level.

Professor Kennedy asked if the School tracked where students go after leaving the University, and Dean Harding said that basically 95% of the ESIA graduate students see their programs as pre-career professional degrees, and follow their educations by going into three sectors – with no one sector employing a majority of graduates. These are the public sector, which includes both the U.S. government, foreign, state and local governments, and intergovernmental organizations. Students also go into the for-profit private sector, primarily consulting firms and international banks. They also go into the non-profit sector, which includes foundations, non-governmental organizations, professional association advocacy groups, and so forth. Only approximately 5% of students go on for further graduate or professional degrees. At the undergraduate level, nearly a third of those going on to graduate study go to law school, with the remainder spread out through other professional degrees.

Professor Wilmarth asked if the Dean could give the Senate an approximate breakdown of its budgeted faculty according to tenure, tenure-accruing, and contract faculty categories. Dean Harding responded by giving approximate numbers as follows: tenured faculty – 26, tenure-accruing faculty – 9, and contract, non-tenure accruing faculty (primarily Professors of Practice) – 4.

Professor Griffith said that he and Professor Wirtz were wondering about the status of the Professors of Practice as that rank or status is not listed in the Faculty Code. Dean Harding said that what the School wished to do was to bring in people who have rich professional experiences, who can rise above anecdote, and teach in a structured way. Most of the Professors of Practice, but not all, have Ph.D.'s. The term "Professor of Practice" is the common phrase of art in the international affairs arena, and was selected as more apt than a designation such as clinical professor. Professors of Practice are basically regular,



full-time, non-tenure accruing faculty, as opposed to limited service faculty. They are hired for a three-year appointment which is renewable once, with a very strong presumption of subsequent non-renewal. If faculty positions are renewed beyond the six year period, faculty have to demonstrate to a department their suitability for a tenured appointment, which would be in part dependent upon whether or not a tenure line is available. Only one faculty member has been hired in the one status and converted to the other thus far.

Professor Kennedy asked why the Professors of Practice were not just called contract faculty. Dean Harding confirmed that they are technically contract faculty. Vice President Lehman confirmed that the Professors of Practice are no different from any regular active-status contract faculty with a non-tenure accruing contract. Professor Kennedy then asked if the Professors of Practice title should be included in the Faculty Code, and Vice President Lehman responded that he did not see any reason it couldn't be, but that he did not know that it needs to be, as the title describes a particular person and a particular position.

The President then asked about the background of some of the Elliott School faculty, and Dean Harding said they come predominantly from three areas that the School trains for: public, for-profit, and non-profit sectors. The President then asked about the former President of Costa Rica, and Dean Harding responded that Professor Rodriguez is a visiting professor with a two-year appointment. Should a person in such a position stay on beyond this period of time, the Faculty Code requires an open, national search before that person could be appointed to the faculty for a longer term position. (Dean Harding's Report is attached.)

I. RESOLUTION 02/4 "A RESOLUTION ON CHANGES TO THE FACULTY ORGANIZATION PLAN"

Professor Robinson moved the adoption of Resolution 02/4, and then read her prepared statement as follows:

As you know, the since 1987 publication of the Faculty Organization Plan we have added a new School to the University, incorporated one School into another, and changed the names of other Schools.

This Resolution provides for the insertion of the correct designations for a number of Schools. It adds the School of Public Health and Health Services to Article I, Section 2.

Additionally, it also provides for the inclusion of one representative to the Faculty Senate from the School of Public Health and Health Services. As you may recall from our discussions of the last term, a number of issues with respect to the requirements of the Faculty Code vis a vis the School of Public Health were resolved and one, the issue of tenure/non tenure ratios was addressed by the Senate and recommendations made with respect to compliance.

It is the view of the Executive Committee that the School must be brought into full participation in our democratic process and take its proper place as one of the academic units of the University with full responsibilities and privileges.

President Trachtenberg called for discussion on the Resolution and there was none. The question was called, a vote was taken, and Resolution 02/4 was adopted by unanimous vote. (Resolution 02/4 is attached.)

### INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

### UPDATE ON THE CODE OF ACADEMIC INTEGRITY

Associate Vice President Linebaugh distributed an outline of his presentation to the Senate, and then he introduced Mr. Tim Terpstra, Coordinator of the Academic Integrity Office. Mr. Terpstra, he said, has been with the University for approximately five years, and he added that the Senate probably knows him, as he had served as Secretary of the Faculty Senate for some time in his capacity as Interim Registrar.

Vice President Linebaugh advised the Senate that the Academic Integrity Code was adopted in 1996, so it is in its seventh year of operation. He added that he thought that most of the people who have been closely involved with the operations of the Code feel that it has worked reasonably well, and that its implementation has been quite successful.

Vice President Linebaugh then briefly summarized the information contained in his report. He briefly reviewed the composition of the Academic Integrity Council, which is supposed to have four faculty members from Columbian College and two from each other school subject to the Code [the exceptions being the Law School and Doctor of Medicine, which have their own Codes]. There are also supposed to be six student representatives from Columbian College, and four student representatives from each of the other schools covered. He added that it has not been possible, despite significant effort, to completely fill all of the faculty and student slots on the Council in any given year. This problem was somewhat eased, but not completely solved, on the student side when the Faculty Senate and the Board of Trustees approved an amendment which would allow part-time students to serve on the Council.

Vice President Linebaugh then reviewed the number of charges that have been brought and the number of violations that were determined over the first six years of the Code. Of 478 charges, 452 were found in violation of the Code, or approximately 95% of the cases that came forward. Some 69% of these cases were resolved without a hearing. He then explained that if a student has no previous record and is found in violation of the Code, then a faculty member and a student could agree upon a sanction, so long as the sanction is

less than suspension or expulsion from the University. The Academic Integrity Office maintains a record of these cases. In cases where there has been a previous violation, the case automatically goes to a hearing panel.

Over the first few years, some 157 hearings were held, representing approximately 31% of the charges. In approximately 82% of these cases, respondents were found in violation. The trends reflected in the first chart of the Report show generally an increasing number of charges being brought, and an increasing number of violations, until last year when there was a slight decrease. He added that the higher number may have been due to there being more students at the University, and increased vigilance on the part of the faculty. Publicity, particularly about plagiarism, and orientation sessions for new faculty which include discussion about the Academic Integrity Code, are likely also a factor in the number of cases.

The distribution of violations by student level reveals that nearly three fourths of academic integrity violations are committed by undergraduates, with a very small number of non-degree students involved. An examination of violations by domestic and international students shows a very high proportional number of Code violations on the part of international students, although this percentage has been decreasing in recent years. Only about 5% of cases involve repeat offenders. Extensive efforts to educate both students and faculty have been undertaken, so faculty pay more attention to talking about plagiarism and other academic integrity issues in their classes. Students in general are also better educated about these issues, he added. Another reason for the disproportionate number of violations may be cultural, he said, and also may reflect the enormous pressure some international students face from their families, their country, and governments who are sponsoring them.

In terms of violations by School as a proportion of the total GW enrollment, in general Vice President Linebaugh said, these are consistent with enrollment, with the exception of the School of Engineering and Applied Science. There is a high international enrollment in this School, he said, and, particularly in computer science courses, there tend to be cases involving several students, often in cases involving collaboration and sharing in software projects. One of the ways in which this problem is now being addressed is encouraging faculty to talk to students about collaboration – how much is permissible – and at what point students need to be producing independent work.

Professor West asked what the shortfall was in the membership of the Academic Integrity Council from the Graduate School of Education and Human Development, and Vice President Linebaugh responded that the Council needs three more students. Professor West then said she would try to help find student members from the School.

Professor Duff asked about the profile of student violators, and Vice President Linebaugh said that for the most part, students in violation of the Code were average, rather than outstanding, students academically. Professor Duff then asked if students tended to commit violations early in their enrollments, or later, and Vice President

Linebaugh responded that the system has just begun to track violators by year. One group which stands out is students whose financial aid is dependent upon their GPA, and this is a matter of concern.

Professor Wirtz noted that the Code provides specific grounds – bias and new evidence – for appeals, and he asked if these grounds were adhered to, or if students could simply appeal to the University President if they disagreed with a decision. Vice President Linebaugh said that after the decision of a Hearing Panel is confirmed by the Vice President for Academic Affairs, either the respondent or the complainant may file, within three working days, an intention to appeal with the Academic Integrity Office. [Note: Appeals of the findings of Hearing Panels and sanctions imposed by the Vice President for Academic Affairs are submitted to the Academic Integrity Office.] A petition of appeal must be filed within five working days of the declaration of intention. Usually, he said, disagreements concern a recommended sanction rather than a finding of violation. Mr. Terpstra confirmed that the system has no disincentive to appeal. A short discussion followed about the creativity exercised by some students in discovering new evidence upon which to base an appeal, and how appeals were often forthcoming when the sanction was failure of a course. Professor Wirtz asked if the appeals procedure was not a flaw in the Code, and Vice President Linebaugh said that the real flaw is that the Code mandates a transcript notation if a sanction is failure of the course, and perhaps the only way to remove the incentive to take a case to a hearing would be to create an option of failure of the course without a notation. This had not been the sentiment of the student faculty committee which had framed the Code, he added.

Professor Wilmarth observed that the Law School Code has a built-in disincentive to take a case to a hearing, as a student who does so risks having a more severe sanction imposed than the one suggested by the Academic Integrity Office. Vice President Linebaugh said that could happen under the University's Academic Integrity Code at the hearing stage, but this could not happen at the appellate stage.

Professor Griffith asked what proportion of cases were initiated by students, and Vice President Linebaugh said that the vast majority of cases were initiated by faculty. Mr. Terpstra confirmed that there had not been a case where a student initiated a charge.

Professor Kennedy asked if the Code obliges faculty to formally report incidents of academic dishonesty, or if they can deal with such incidents by, for example, giving the student a failing grade or requiring an additional assignment. Vice President Linebaugh confirmed that the expectation is that faculty will report these incidents. This helps protect faculty from accusations of arbitrary and capricious grading, and also ensures that a record is created of the dishonesty.

Professor Gupta observed that the number of violations by international students had decreased in recent years, and he asked why this might be. Vice President Linebaugh said he thought that this was due to a combination of things, including an increase in awareness on the part of international students, largely attributable to faculty making greater efforts at the beginning of their classes to make sure all students understand about plagiarism.



Professor Cordes also observed that EFL classes explain academic dishonesty in some detail.

Professor Robinson asked how many people would constitute a hearing panel under the Code, and if there was any difficulty in filling the panels. Discussion followed by Vice President Linebaugh, Mr. Terpstra, and Professor Wilmarth about the desirability of having a full Council from which to choose panel members, and the occasional case where the full complement of four people could not be secured to hear a case. The University's General Counsel's Office has suggested to the Academic Integrity Office that a panel of three persons was probably permissible if waivers were obtained from both complainant and respondent, permitting a hearing to go forward. However, Professor Wilmarth pointed out that the presence of the word "shall" in the Code probably mandates a panel of four under all circumstances, except possibly a real emergency where evidence or witness testimony might be lost. Far better, he added, would be for the Code to adopt a provision similar to the Law's School's Code, which gives a dean the right to substitute panel members if necessary. (The Academic Integrity Report is attached.)

## GENERAL BUSINESS

### I. REPORT OF THE EXECUTIVE COMMITTEE

Professor Robinson presented the Report of the Executive Committee, which is enclosed.

In response to Professor Robinson's report, Professor Griffith asked if there had been a response from the Academic Affairs Committee of the Board, or a general discussion, and whether or not any action had been taken by the Board that resolved the proposed governance restructuring issue. Professor Robinson said that she had attended the Academic Affairs Committee meeting and the Committee had the Senate minutes, Senate Resolution 02/4, and the President's response. She added that she also went through, step by step, how the Senate perceived the matter, how it came to the Senate's attention at the beginning of the summer, and set the whole chronology before the Committee. The Trustees asked questions, which Professor Robinson said were on target, such as whether or not there is a model for this sort of restructuring elsewhere. The search issue was discussed, and really, all the questions which came up in the Senate meeting were pretty thoroughly explored. Professor Griffith asked if the President's response was a document addressed to the Executive Committee, and Professor Robinson said that reference was to the President's letter which had already been distributed to the Senate.

The President said that he was offended by her report to the Trustee's Academic Affairs Committee meeting, and while he said he did not want to address that specific incident, he did want to ask a question about policy. It is generally asked by the Senate, he said, that he confer with them before doing a variety of things. However, it is almost impossible for him to confer early enough, because no matter when he confers, the first

representation that comes from the Senate is that he did not do this early enough. He added that he sometimes thinks he is supposed to confer with the Senate before he even thinks of something.

In any case, he continued, in the midst of conferring with the Senate, to have the Senate's Chair go to a Trustee Committee, with whom he has not yet conferred, obliges him to start considering, as a matter of strategy, going to the Trustees before conferring with the Senate. At which point, of course, the Faculty Senate would object that he had gone to the Trustees before conferring with the Senate. As he and the Senate are now in the midst of an exchange about the proposed University governance restructuring, the fact that Professor Robinson took it upon herself to go to the Trustee Committee about this matter was something that he found off-putting.

Professor Wilmarth said that he presumed that the Academic Affairs Committee would have seen Senate Resolution 02/4, and would have been curious about it, and he added that it seemed to him that it was the Resolution that raised the issue in the first place. The President responded that in fact Professor Robinson had just stepped forward, as the Senate had heard her relate in her report.

Professor Robinson then explained that at each meeting of the Trustees' Academic Affairs Committee, she reports on all of those things which have occurred in the Faculty Senate. At this meeting, among the items reported was Senate Resolution 02/4 along with the President's response to it, and the Executive Committee's response to his response. She added that those were all public documents that had been distributed to the Senate. In addition, she said that she had explained at the October 11<sup>th</sup> Senate meeting that she would, in fact, be presenting all of these things as part of her routine report to the Trustees. Thus, she said, there was no change in the way in which Faculty Senate matters were reported to the Trustees on this occasion from the way they had been, in the past.

The President reiterated that he did not want to personalize this incident, but that what he desired was that everyone learn something from it, himself included. The issue, he said, was working with the Senate in the future. The information that he would have thought appropriate to furnish to the Trustees under the circumstances would have been simply that the administration and the Senate were still in conversation about the proposed governance restructuring, and that, since the President was not there to speak for himself, it was inappropriate to go into further detail. For Professor Robinson to have made an advocacy representation to the Committee in his absence, and before he had ever discussed the issue with the Trustees, [because he was busy trying to confer with the Senate], seemed to him to have a problem built into it. Moreover, since, the administration and the Senate would have other issues to work together about in the future, what he said he was looking for in this discussion was not to restudy that particular day or this particular issue, but rather, to ask how to go about conferring with the Senate, first, if he has to worry about the Senate going to the Trustees when he is not there to tell them his position about which he and the Senate are conferring, and before he has had a chance to go to the Trustees.

This deprives him, he added, of the first strike benefit, because the Senate has already taken the first strike.

Professor Wirtz said that he thought there were two issues before the Senate. The first was that, despite the President's declaration that he did not mean to personalize this discussion, he had repeatedly done so by referring to the Executive Committee Chair by her first name and attributing to her personally actions she had undertaken which reflected both the sense of the Senate and the Executive Committee. This is an injustice, he added, both to her, and to the Senate, as she was representing the Senate in an official capacity.

Professor Wirtz added that he would also like to point out that if the Senate were to engage in the kind of agreement that the President had just proposed, then that would be a two way agreement; i.e. that as he understand it, the President was proposing that under no conditions would the Board of Trustees make any decisions regarding the governance restructuring issue until the President brought these decisions back to the Senate. Professor Wirtz then asked if his understanding was correct.

The President responded that what he was trying to convey is that there are courtesies among people, and that it was not his expectation that the Senate's delegation of authority to Professor Robinson was that she was supposed to go to the Board of Trustees about an issue in the midst of a deliberation between the administration and the Senate. Unless, he added, it is the Senate's wish that he prepare the Trustees for these sorts of initiatives by the Senate. Professor Wirtz then said that under the conditions that he had set, it suggested to him very much a one-way street. That is, he said, the Senate would have to present to the President what it was planning to say to the Trustees prior to any engagement with them. Then the President would consult with the Trustees and they would then make any decisions they wanted to, and the President would then come back to the Senate and tell it the result. Professor Wirtz added that it seemed to him that if the Senate were to engage in the kind of deliberative process that the President was establishing, that would be the arrangement. And he added, the President would then have to agree that there would be no decisions emerging from his conversations with the Trustees to which the Senate would not be a party. The President responded that if he were to take instruction from these remarks, he thought that what he would have to do would be to meet with the Trustees before he met with the Faculty Senate about these sorts of issues in the future. Then, he said, he would not have to worry about Professor Robinson's agency.

Professor Griffith said that it seemed to him that, again, if what was under discussion was based upon the Resolution (02/4) which was approved by the Senate, he thought that the presentation had been a matter that would have been routinely undertaken by any Chair of the Executive Committee, or any Senate designee making a presentation to the Board's Academic Affairs Committee. If, having seen the actions of the Senate, the President did not want them discussed, he said, it seemed to him that the President could have made a request to the Executive Committee Chair that she not discuss it. Further, he said that he

understood that the President was feeling out of sorts about the fact that a presentation to the Academic Affairs Committee was made before he made his own presentation, and so on, but it seemed to him that this is a matter of public record, as the Trustees receive the minutes of the Senate.

The President then acknowledged that the Trustees do receive the minutes, but added that what the Senate had just heard from Professor Robinson is not that she said to them, in response to a question, "the President and the faculty are in discussion about this matter," but rather, she made an advocacy presentation. And it was not the minutes, and it was not a response to them that was the issue, but rather that she made a case on behalf of one point of view about the matter and made it, moreover, in his absence. Professor Robinson then observed that she had presented a Resolution passed by the Senate, which is surely a set of opinions of the Senate. The Senate's conclusions, and the letter the President wrote in response to the resolution, which was partly in The Hatchet were public documents. The Executive Committee's response to his letter was a public document, because it had been distributed to the Senate. Moreover, Professor Robinson pointed out that she had fully informed him and the Senate at the last meeting that she would be reporting all of those items to the Board when she attended the meeting. Obviously, she added, the Trustees had asked her questions, to which she responded.

The President then said that it seemed to him that all of the documents, which Professor Robinson characterized as public, could be distributed to anyone of the Senate's choosing. However, he continued, it seemed to him that Professor Robinson also had a responsibility, particularly since he was not present to speak on his own behalf, to say that these matters remained unresolved and were in negotiation, or conversation, or exchange, between the administration and the Senate. Professor Robinson responded by saying she thought that this was understood by the Academic Affairs Committee. While she added that she did not know what the Trustees had said to him, it was certainly understood that this was an ongoing debate. Professor Robinson then said she did not understand his point.

Professor Griffith said that he would have asked, during the Brief Statements (and Questions) item of business, whether or not the President had resolved with the Board what was to be done about the proposed governance restructuring. As a member of the Senate who had participated in the discussions, he said that he had no serious indication that it would not have been resolved after the last exchange. He said he did not know that there was any indication to the Senate that the matter was still under discussion. He added that he would accept the President's word that this was so, but added that the Senate did not know that.

The President confirmed that the matter was still under discussion, as he had just received a memorandum from Professor Robinson dated November 6<sup>th</sup>, asking what the status of the matter was. It turned out, he added, that he had written to her on November 4<sup>th</sup> about it, and the two memos had apparently crossed in the mail, but it seemed to him



that was evidence of the fact that the Senate and the administration were still in exchange about it. His response to questions by Trustees about the matter when asked, was that he was sorry that they had to be troubled by it because he thought that he and the Faculty Senate were still in discussion about it and the matter was not ripe for discussion by the Trustees.

Professor Gupta asked if the President routinely attended the meetings of the Board's Academic Affairs Committee, or if he was just absent from the meeting in question. The President responded that he is expected to attend three Board Committee meetings which occur at the same time, so this is obviously nearly impossible. Thus, depending upon matters to be taken up, he attempts to go from meeting to meeting. As it turned out, on that day, he was not at the Academic Affairs Committee meeting, and so, he said he was particularly vexed that this subject, about which he thought was in the midst of a good faith deliberation with the Senate, was brought up at the Academic Affairs Committee meeting. This resulted in Trustees coming to him to ask questions about what Professor Robinson had said. And he thought further that what she should have said is that the President and the Senate were talking about this, and would get back to them, or something to that effect.

As a point of information, Professor Robinson disclosed that her report was a written report which had been submitted, as was routine, something like two weeks in advance to the Academic Affairs Office. The report, therefore, was not secret, and her presentation on behalf of the Senate and its activities had been perfectly consistent with everything which has been done in the past, to which the President has had no objections. As the President has been present at those meetings, Professor Robinson said she was quite startled by this exchange, and certainly meant the President no personal ill will. A short exchange then followed between the two concerning whether or not the exchange had been couched in personal terms, or not.

Following this, the President said he wished to return to trying to figure out what this meant in terms of future consultation with the Senate. Essentially, he said, there are two stakeholders [the Senate, and the Trustees], both of whom fancy that he ought to be in consultation with them first. So, for example, when Trustees say to him, that he should be talking to them first, so they would not be surprised at meetings, and the Senate feels he ought to be in consultation with them on a whole variety of issues, then he is in the difficult position of trying to walk both sides of the issue at the same time.

Professor Griffith asked to clarify a question of fact, as it was his impression that the matter of the proposed change of governance was discussed with the Board at its retreat in June, and so he thought that the Academic Affairs Committee meeting could not have been the first time the Board had heard about this. So, what they heard is the Senate's reaction to perhaps a more detailed proposal. The President denied this, and Professor Robinson said that the Trustees seemed to know about it, as one of them asked about the governance issue before the meeting. She also noted that even if the issue had not been in her report, it would have been raised because it was obviously one that has troubled the faculty. And Trustees,

she added, do read The Hatchet and the Senate minutes. The President then clarified his response by saying that life is very complicated, and that in fact, the matter was discussed with a cohort of the Board, some of whom broke confidentiality and told other people, which started rumors around the campus. At which point, Professor Robinson came to see him with a small posse. Professor Griffith then interjected that Professor Robinson should be referred to as the Chair, and the President then amended his reference to her. The President continued by saying that the group asked him about the rumors and he proffered that he could not talk about it because it was premature, still very much fluid. In the meantime, these rumors reached other members of the Board. The result, he said, now resembles a Rubik's cube - in which things are going horizontally and vertically at the same time. As soon as he had something to share with anybody, he said, he had gotten in touch with Professor Robinson, and she came back and they talked about it. And that was the first consultation he had had with anybody, including the Trustees, both the smaller unit and the larger Board. So, the first people he talked to about it, he said, was the cohort of the Senate.

Returning to his previous theme, the President said that he had to be able to consult about things in transition, while he was still working on them, without having the Senate overreact. If he had to wait until something was completely thought through, before coming to ask for advice from the Senate, he said, then there is a different situation where he would not be able to solicit the advice and wisdom of the Senate, or seek its concurrence.

Professor Freidenthal said that he did not see that this discussion was anything but making a mountain out of a molehill. It was, he said, for heaven's sake, a Committee of the Board of Trustees; they were people, after all, and not divine. After they heard the Senate's Chair, he continued, whoever it happened to be, and reported to the President, whoever he or she happened to be, that "there's a problem here," or that they heard something, the response [to the Board] seems very simple - "Oh, we're working on that. We put forward a proposal and that's their [the Senate's] response." Professor Friedenthal then observed that neither the Board of Trustees nor its Committee were idiots who could not understand that a matter is still subject to some discussion, and that the President was still thinking about a particular issue. He added that he did not understand what the problem is; as outlined, he said, it is a real condemnation of the Board of Trustees or its Committee, that they could not understand when they were told by the President that the matter was still under discussion and in the process of being worked out. So, he continued, Lilien went to them - [he then apologized for referring to Professor Robinson by name] - the head of the Executive Committee, representing the Senate, and that's the end of it. It is not carved in stone, he added.

Professor Griffith said that in the future, it seemed to him that it would be a possibility that if the President wanted to confer with the Senate on a matter that he did not want to be made a matter of public record, and therefore recorded in the minutes, then it would be possible for the Senate to meet in Executive Session to take up matters in which the record of the Executive Session meeting would be kept confidential. He said he did not see the present situation as a bar to consultation with the Senate in the future, and added

that he hoped it would not be allowed to become that. The President said he thought that there is a symmetry to that and that is him conferring with the Board of Trustees in Executive Session about things that he does not bring to the Senate, and frankly, he said, he does not do that. Or at least if he has, he could not remember doing so.

The President again said that he did not want to make more out of this than it was. He thought that it was not the best way to handle this particular issue on this particular occasion. And further, since it seemed to him altogether possible that the administration and the Senate would be working together for a long time, he was looking for a way to ease that process a little bit. If everyone wanted to do it with the formality suggested by Professor Wirtz, he said he would know what to do. However, he said it seemed to him that there ought to be ways in which the administration and the Senate could actually put some substance around the word "colleagues," a term that is used so readily in the academic community, and work within the penumbra of that word.

Professor Gupta asked if the President did not consult with the Executive Committee on matters and obtain their input without consulting the whole Senate and the faculty at large. He asked if there were not matters he discusses with Professor Robinson, without her telling the Senate all about it. The President responded that he did not know. Professor Robinson clarified that there are certainly matters that the Executive Committee is asked to keep confidential, and it has, both with the President and the Academic Vice President. Not everything is on the record. Professor Robinson then reiterated that she was quite taken aback by the President's response. She added if the matter was such a troublesome thing that he felt should not be discussed, then there had been ample opportunities to request that the Senate simply put the matter on hold for a time. In the President's fourteen years at GW, Professor Robinson said, that has certainly happened in the past. She also said that the Senate was not an unreasonable group of people, and she, surely was not a person who tries to offend someone. The President's suggestion that she had offended him has, she added, unfortunately, personalized the issue. The President clarified that he was not offended by Professor Robinson personally, but rather by her actions as agent of the group. He added that if the matter were just between the two of them, he would have simply talked to her. It is an issue, he said, that seemed to him that he needed to raise with the Senate because he is attempting to determine how to proceed in these types of matters. He said he thought it would be useful to discuss it in a way in which he would not go away offended and the Senate would not either. His hope was that he would come away from the discussion with a better idea of the best way to work between the Senate and the Trustees. The Trustees, he said, are wonderful, and they love the University, but they meet together three times a year, and he does not have the kind of ongoing relationship and day-to-day conversation with them that he does with faculty and administrators. It's a different relationship. Frankly, he said, he was surprised when the Trustees came to him after the Trustee meeting, and reported on what Professor Robinson had said, and then asked him questions about it. His response, he said, was to tell them that the reason he did not ask the Trustees, or speak to them about it is that he did not anticipate that she was going to be using that forum for what he concluded was an advocacy opportunity.

Professor Wilmarth said that he thought Professor Griffith had made a good suggestion, and that it seemed to him that the Senate serves a fiduciary role in terms of responding to the Board of Trustees. They are the ultimate guardians of the University, and they generally expect the Senate to give reports on matters discussed during the Senate's public deliberations. He said he agreed with Professor Griffith that there may be times when deliberations are not divulged in the public forum. He said he thought that the Senate would be very responsive to a request from the President that it hold confidential discussions in Executive Session, and that these not be publicized. Professor Wilmarth then added that he wanted to defend the Executive Committee Chair in saying that the matters discussed today were all deliberated matters, and it was certainly a normal course of practice for a report to be made to the Trustees on matters that had been discussed and acted on in a public session of the Senate. He also said he did not think Professor Robinson could have anticipated that this reporting would have caused consternation since confidentiality for these deliberations had not been asked for. Speaking for himself, Professor Wilmarth said he would be receptive to a request for confidential consultation, particularly if that would improve consultation between the Senate and the administration. The President then said that the instant situation is something of a variation of the Heisenberg effect, where, once a third party gets into a conversation, behavior is affected by the observations of the third party. Which, of course, is why the third party is brought into the discussion. Sometimes that has a positive effect on the outcome, from one perspective or another, and at other times it has a negative effect on the outcome, from one perspective or another. It did not occur to him, he said, to ask Professor Robinson to defer her report, because it did not occur to him that she was going to use that moment to discuss something that he thought the Senate and administration were in the middle of discussing, as it were.

Professor Robinson asked why it did not occur to him if she reported to the Senate at a meeting where he was present, exactly what was to be reported to the Academic Affairs Committee, and she inquired as to why he had not simply asked her at that time not to report on the governance restructuring. The President said he thought the answer would be that he thought that she would be telling the Trustees that the matter was under discussion, and added that his impression was that she went beyond reporting to advocate an outcome, and to enlist the Trustees as a party in the deliberation. Professor Robinson denied that she had done so. Professor Gupta then said he would like to echo what Professor Friedenthal said, and that perhaps everyone should learn from this for the future, and that the Senate should move on. The President said that he had not been terminally offended, and reiterated that he was just trying to find a way to deal with the consultation dilemma. Professor Griffith added that as a former Chair of the Executive Committee, he would say that any Chair would have done exactly what Professor Robinson did in her report. What is important, he said, is that the procedure that she was following was a perfectly regular procedure. If someone in that position reports about a Resolution to the Board of Trustees, and they ask about the Senate's reasoning, then it is standard procedure to report on the deliberations, especially where, as here, the consensus in the Senate was very clear. The Chair, he added, could hardly have done anything less.

Professor Wirtz noted that the Senate's vote approving Resolution 02/4 was 16 to 4, which the President acknowledged. Professor Harrington observed that the core issue



was really one of advocacy, and added that he thought this perception was at the root of the problem. He said he did not believe that Professor Robinson had put that slant on the discussion, and that perhaps the President was hearing secondhand how the discussion went, to which the President responded that very well might be.

There being no further discussion, the Senate took up the next item of business.

### BRIEF STATEMENTS

The President reported that both the Islamic and Jewish students at GW had come together to plan an Iftar, which is a breaking of the fast that takes place during Ramadan. This year, he said, Ramadan takes place from approximately November 4<sup>th</sup> to December 4<sup>th</sup>, and during this period, Muslims do not eat during the day. The Iftar will take place November 12<sup>th</sup>, and a notice will be sent out beforehand. The President added that he was delighted by this. As far as he could tell, he said, there are terrific ongoing relations between GW's Muslim Student Association and the Hillel Association, and for the most part, interactions have been very constructive. The President said that he hoped that some of the faculty would perhaps attend the Iftar, and tell their students about it. The President concluded by saying that he thinks this event speaks very well for GW's student body. While other universities have experienced ugly moments between such groups, GW has had virtually none. Either the University has done something right, he said, or it is just luck, but this event is something of which to be proud.

### ADJOURNMENT

Upon motion made and seconded, the meeting was adjourned at 4:07 p.m.

*Dennis L. Geyer*

Dennis L. Geyer  
Secretary

# THE ELLIOTT SCHOOL OF INTERNATIONAL AFFAIRS

Presented to the Faculty Senate

November 8, 2002

## OUR HISTORY

The Elliott School is one of the oldest schools of international affairs in the United States. It traces its origins to the School of Comparative Jurisprudence and Diplomacy, created in 1898. Thereafter, instruction in international affairs at GW was combined variously with instruction in law, political science, and business. In 1966, GW established a School of Public and International Affairs. In 1987, the University created a separate school of international affairs, which the following year was named after Lloyd Elliott, then the president of GW, and his wife, Evelyn (Betty).

## OUR COMPARATORS

Of the nineteen U.S. members of the Association of Professional Schools of International Affairs (APSIA), the Elliott School is one of only ten (the others being American, Denver, Georgetown, Johns Hopkins, Tufts, the University of California at San Diego, University of Southern California, University of Washington, and Yale) that concentrate exclusively on research and teaching on international affairs. Of these, it is one of only five (the others being American, Georgetown, USC, and University of Washington) that offer instruction in international affairs at both the undergraduate and graduate levels.

## OUR MISSION

The Elliott School's mission, as stated in its bylaws, is to create an unexcelled national resource center in the nation's capital to train men and women in the theory and practice of international affairs and to provide scholarly analysis and professional policy recommendations on international issues.

## OUR VISION

To earn the reputation as one of the four best professional schools of international affairs in the United States -- and as the most innovative.

## OUR PLAN

1. Building our faculty
2. Enriching our academic programs
3. Recruiting first-rate students
4. Internationalizing the Elliott School
5. Building partnerships at home and abroad
6. Increasing our visibility through outreach and branding



## 1. BUILDING OUR FACULTY

- Our overall aim is to build an unsurpassed faculty that links the theory, history, and practice of international affairs. Our faculty includes:
  - Tenure-accruing faculty, almost all of whom hold positions in the departments of anthropology, economics, history, and political science, who stand at the forefront of their disciplines but who also have an interest in policy issues
  - Professors of practice, who combine extensive practical experience with an ability to convey that experience to students in a rigorous and systematic way
  - Full-time visiting faculty and practitioners-in-residence, including most notably our Shapiro Professors, who represent the various sectors now engaged in the study and practice of international affairs
  - Outstanding part-time faculty, who tap the resources not only of a world capital, but also of the Elliott School's global network
- To serve our growing student body (presently around 2,000 strong), we have increased the size of our faculty over the last eight years, aimed at creating clusters of synergy and strength:
  - We have created eight new tenure-accruing faculty positions in Chinese politics and foreign policy; Japanese politics and foreign policy; the political economy of Japan; modern Japanese history; modern Korean history; modern Southeast Asian history; international affairs, ethics, and human behavior; and African politics (for which we are now recruiting).
  - We have created three new professorships of the practice of international affairs, to direct our graduate programs in Security Policy Studies, International Development Studies, and International Affairs.
  - We have redefined existing lines to recruit new faculty in the history of the American involvement in the Cold War, the history of Russian involvement in the Cold War, the history of the Cold War in Asia, and international finance.

## 1. BUILDING OUR FACULTY

- Our faculty are organized into several scholarly centers and research and policy programs. Our scholarly centers include:

- Institute for European, Russian, and Eurasian Studies
- Center for International Science and Technology Policy
- Sigur Center for Asian Studies

Our research and policy programs are presently:

- GW Cold War Group
- Space Policy Institute
- China Policy Program
- U.S.-Japan Economic Agenda
- Culture in Global Affairs

All of the scholarly centers, and most of the research and policy programs, promote research and dialogue by faculty from across the University.

## 1. BUILDING OUR FACULTY

- We have now achieved qualitative and quantitative excellence -- critical mass -- in the following clusters:
  - Asian studies
  - European and Eurasian studies
  - International and comparative politics
  - International history (both modern and contemporary)
  - International economics (both trade and finance)
- We are planning to add more faculty so as to generate greater synergies in four additional priority areas:
  - Latin American Studies (a position in the international political economy of the hemisphere)
  - Security policy studies (a position in transnational security)
  - International science and technology policy (a position in the impact of information technology on international affairs)
  - International development studies (already recruiting for a position in state building and governance)

## 2. ENRICHING OUR ACADEMIC PROGRAMS

- For **undergraduates**, the Elliott School offers a first-rate, multi-disciplinary liberal arts education in international affairs. Recent innovations in the undergraduate curriculum include:

- Redefining our general education requirement
- Creating new policy-oriented concentrations within our International Affairs major, including conflict and security, global public health, and international environmental resources
- Adding special seminars for students qualified to graduate from the Elliott School with special honors
- Establishing a program by which Elliott School students can double-major in selected majors in the Columbian College of Arts and Sciences and the School of Engineering and Applied Sciences
- Creating a new five-year co-terminal B.A.-M.A. degree program for our very best undergraduates
- Establishing two "living and learning" programs on international affairs in university residence halls

Future innovations include the establishment of a new series of sophomore seminars, and the restructuring of the secondary field of study in international affairs.

- The Elliott School has taken the lead in the professionalization of **graduate** education in international affairs, which previously had an academic rather than professional orientation. Our innovations include:

- Policy-oriented requirements in its regular courses
- Short one-credit classes to teach the special skills needed for careers in international affairs
- Capstone policy projects for real-world clients

## 2. ENRICHING OUR ACADEMIC PROGRAMS

- For **mid-career students**, we have created a new degree, the Master of International Policy and Practice. This flexible program, which can be completed in one year of full-time study or up to three years of part-time study, allows its participants to focus on their choice of a wide range of subjects, both topical and regional. A cohort program, it offers a special cornerstone seminar required of all its students.



### 3. RECRUITING FIRST-RATE STUDENTS

- The Elliott School recruits locally, nationally, and internationally at every level of instruction.
- The increasing quality of our faculty and academic programs is reflected in the quality of our incoming students, both graduate and undergraduate.

-- Our undergraduate students are among the best qualified in the University, with a disproportionate number entering the University Honors Program. The median SAT score for incoming students is 1280, compared with 1260 for last year's class, and around 1135 in 1988. 60% of the incoming students come from the top 10% of their high school classes, up from 48% last year and around 40% in 1988. The admit rate has fallen from 76% in 1988 to 54% this year.

-- This fall, our graduate program welcomed the best class in its history. The median GRE scores for incoming students is 1926, as compared with 1883 last year and 1731 in 1988. The average GPA of the incoming class will be 3.49, as compared with 3.43 last year and 3.27 in 1988. These are again the highest scores in the ten years we have been keeping such records. The admit rate has fallen from 76% in 1988 to 50% last year.

-- The Master of International Policy and Practice program has attracted participants from over thirty countries and from a range of professions including banking, consulting, government, diplomacy, international organizations, journalism, the military, multi-national corporations, and non-governmental organizations. Here, too, the admit rate has fallen to around 50%.

#### 4. INTERNATIONALIZING THE ELLIOTT SCHOOL

The Elliott School is creating overseas study programs for our graduate students, through the establishment of a network of partnerships with some of the very best graduate programs in international affairs around the world. Present partners include:

- London School of Economics (U.K.)
- Sciences Po (France)
- University of Maastricht (Netherlands)
- Free University of Berlin (Germany)
- Bogazici University (Turkey)
- American University of Beirut (Lebanon)
- Ewha Woman's University (Korea)
- Waseda University (Japan)
- University of Sydney (Australia)

Discussions are underway with additional partners in India, Singapore, and Canada.

## 5. BUILDING PARTNERSHIPS AT HOME AND ABROAD

The Elliott School has forged partnerships with a variety of institutions at home and abroad:

- We have forged partnerships to exchange graduate students with leading graduate schools of international affairs around the world.
- We are creating partnerships with a number of organizations to provide real-world, capstone projects for our graduate students. These include the U.S. Chamber of Commerce, Ford Motor Company, and others.
- Our program on Governing in the Global Age is designed in partnership with the National Governors Association, the National League of Cities, the Council of State Governments, and others.
- Our scholarly centers and research and policy programs maintain relationships with other universities, government agencies, and research institutions at home and abroad:
  - The GW Cold War Group hosts visiting scholars in collaboration with the National Security Archive and the Cold War International History Project at the Woodrow Wilson Center.
  - The Sigur Center for Asian Studies has conducted conferences jointly with a number of universities and research centers in Japan, China, and Korea, and hosts visiting scholars in a collaborative program with the Asia Program at the Woodrow Wilson Center.
  - For many years, the Center for International Science and Technology Policy has organized a series of colloquia on science policy in collaboration with the American Academy for the Advancement of Science.

## 5. BUILDING PARTNERSHIPS AT HOME AND ABROAD

- In our outreach activities, we have partnered with the following organizations:
  - With the Close-Up Foundation and the World Affairs Council of Washington on programs for high school teachers
  - With the Asia Foundation on programs for Asian diplomats
  - With the National Committee on U.S.-China Relations on programs for Chinese students in the United States
  - With the Brookings Institution on programs on international trade.

## 6. INCREASING OUR VISIBILITY THROUGH OUTREACH AND BRANDING

- The Elliott School conducts a number of programs that connect our students and faculty with key constituencies outside the University:

- On an individual basis, our faculty play an increasingly visible role in the media, the policy community, and the academic community.

- The Elliott School and its scholarly centers serve as venues for workshops, conferences, and major speakers from around Washington, around the country, and around the world.

- The Elliott School's program, "Governing in the Global Age," funded in large part by the Title VI grant, is a nationally-recognized program to educate state and local officials on the challenges and opportunities facing their communities in a globalized world.

- Project LINKS (Linking International Knowledge to the Schools) offers a regular series of enrichment programs for high school teachers from around the region and around the country.

- The Program for International Studies in Asia, an international program housed in the Elliott School, has worked for nearly two decades to educate new generations of scholars, diplomats, and policy analysts in China, Vietnam, and other Asian countries to better understand global trends and to participate more effectively in discussions of international issues.

- We are planning a new series, the Ambassadors' Forum. That program will introduce newly arrived ambassadors to U.S. foreign policy and to American relations with their country, and will give departing ambassadors the opportunity to share their reflections and experience with the foreign policy community in Washington.

- We are also planning a training program in international affairs for graduate students in journalism from around the country.



## 6. INCREASING OUR VISIBILITY THROUGH OUTREACH AND BRANDING

- We are working on a branding strategy. The themes we are exploring include:
  - Changing the landscape in the study of international affairs
  - Setting a new standard in the study of international affairs
  - Linking history, theory, and practice across Washington and around the world

Once our theme has been selected, it will be consistently reflected in our publications, our website, and our institutional advertising.

## HONORS RECEIVED

The quality of our programs is reflected in the honors it has received both on and off campus:

- Our Asian Studies program (housed in the Sigur Center for Asian Studies) has been selected by the University as one of its centers of academic excellence. Two departments in which the Elliott School places its budgeted faculty -- the History department and the Political Science Department -- received similar honors.
- Our two other scholarly centers, the Center for International Science and Technology Policy and the Institute for European, Russian, and Eurasian Studies, have both received support from the University's Research Enhancement Fund in its most recent round of grant-making.
- And, for the last six years, the Elliott School has enabled the University to be named a National Resource Center in International Studies under the highly competitive Title VI program administered by the U.S. Department of Education. Presently, GW is one of only eight universities in the country to have received such an honor, and is the only one located in the mid-Atlantic region.

**A RESOLUTION ON CHANGES TO THE FACULTY ORGANIZATION PLAN 02/4**

WHEREAS, the Faculty Organization Plan, published in 1987, provides for representation on the Faculty Senate from: Columbian College of Arts and Sciences, the School of Education and Human Development, the School of Engineering and Applied Science, the School of Government and Business Administration, the National Law Center, the School of International Affairs, the Graduate School of Arts and Sciences, and the School of Medicine and Health Sciences; and

WHEREAS, the names of four Schools have been changed, one School has been eliminated, and one School has been established; and

WHEREAS, the Faculty Organization Plan should accurately identify the academic units as they now exist; and

WHEREAS, the Graduate School of Arts and Sciences has been merged into the Columbian College of Arts and Sciences; and

WHEREAS, the School of Public Health and Health Services was established subsequent to the 1987 publication of the Faculty Organization Plan and therefore is not listed or assigned representation, as are all other Schools, on the Faculty Senate;  
**NOW, THEREFORE**

**BE IT RESOLVED THAT THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY SUPPORTS THE ADOPTION OF THE FOLLOWING CHANGES TO THE FACULTY ORGANIZATION PLAN BY THE FACULTY ASSEMBLY:**

1. All the Schools which comprise the academic unit of the University be accurately listed in Article I, Section 2 of the Faculty Organization Plan as follows: Columbian College of Arts and Sciences, the School of Medicine and Health Sciences, the Law School, the School of Engineering and Applied Science, the Graduate School of Education and Human Development, the School of Business and Public Management, the Elliott School of International Affairs, the School of Public Health and Health Services.
2. References to the Graduate School of Arts and Sciences be deleted.
3. The School of Public Health and Health Services be listed as one of the Schools of the University and allotted as are all other Schools representation on the Faculty Senate and on the Executive Committee.
4. The School of Public Health and Health Services be allotted one elected member on the Faculty Senate and the Executive Committee.

Executive Committee of the Faculty Senate  
October 25, 2002  
Adopted November 8, 2002

## **Academic Integrity Program Update**

**Presented to the Faculty Senate  
of The George Washington University  
8 November 2002**

### **Members of the 2002-2003 Academic Integrity Council**

#### **Faculty:**

Gregg Brazinsky, CCAS  
Anna Chamont, GSEHD  
Irving Glick, CCAS  
Theresa Jefferson, SEAS  
Cynthia Leenerts, CCAS  
Shawn McHale, CCAS  
Ron Morgan, GSEHD  
Michele Moser, SBPM  
Julie Ryan, SEAS  
Larry Singleton, SBPM  
Christopher Snyder, CCAS  
Mike Wagner, CCAS  
Beverly Westerman, SPHHS

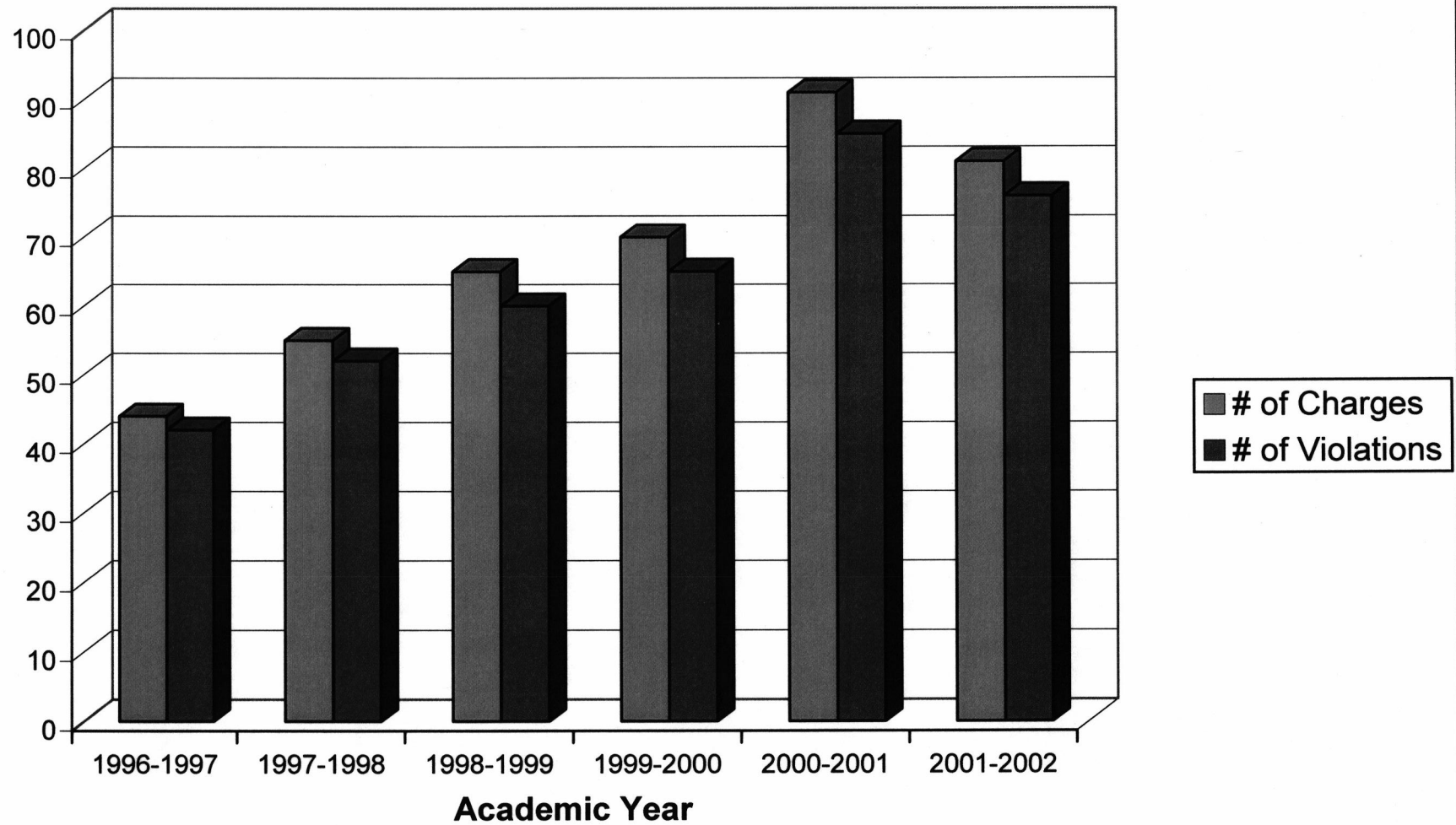
#### **Students:**

Janell Alexander, SEAS  
Justin Cohen, SEAS  
Cameron Dadgar, ESIA  
Amy Hall, CCAS  
Lindsey Heitman, SBPM  
Andrew Herron, ESIA  
Phoebe Joyce, SEAS  
Amit Kashyap, CCAS  
Katie Kimsey, ESIA  
Ami Koldhekar, CCAS  
Robert Leider, CCAS  
Anna McClure, CCAS  
Rachel Poushter, GSEHD  
Matt Ricciardi, SEAS  
Michael Santella, ESIA  
Jonathan Tobin, CCAS

**Coordinator:** Tim Terpstra (4-1035; [ntegrity@gwu.edu](mailto:ntegrity@gwu.edu))

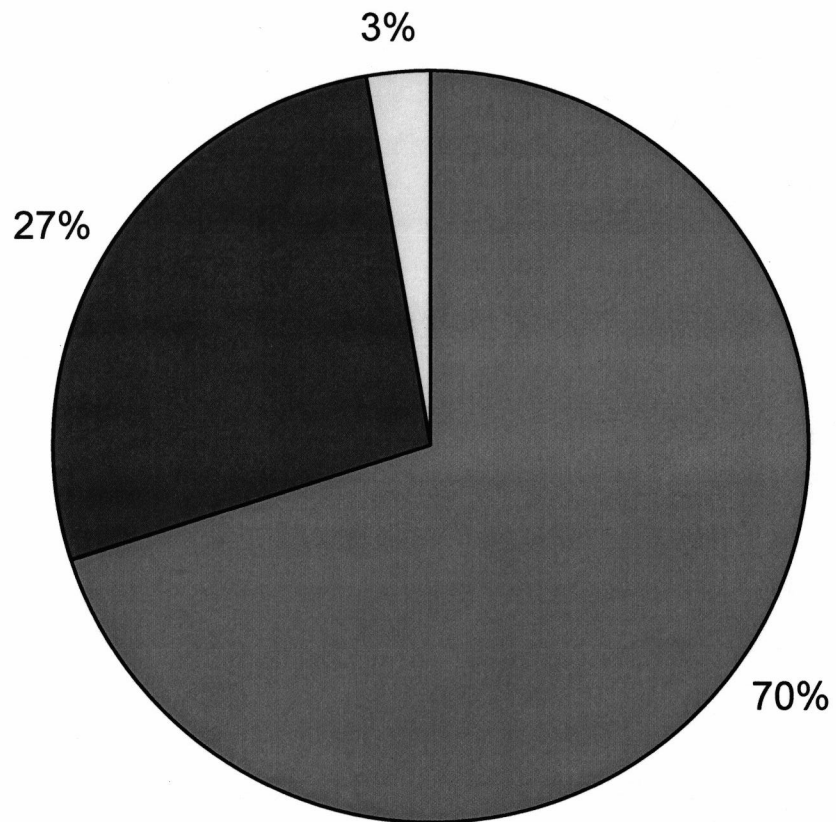
**Academic Integrity web site:** <http://www.gwu.edu/~ntegrity/>

## Number of Academic Integrity Code Charges Compared with Number Found "In Violation" (1996-2002)





### Violations by Student Level (1996-2002)

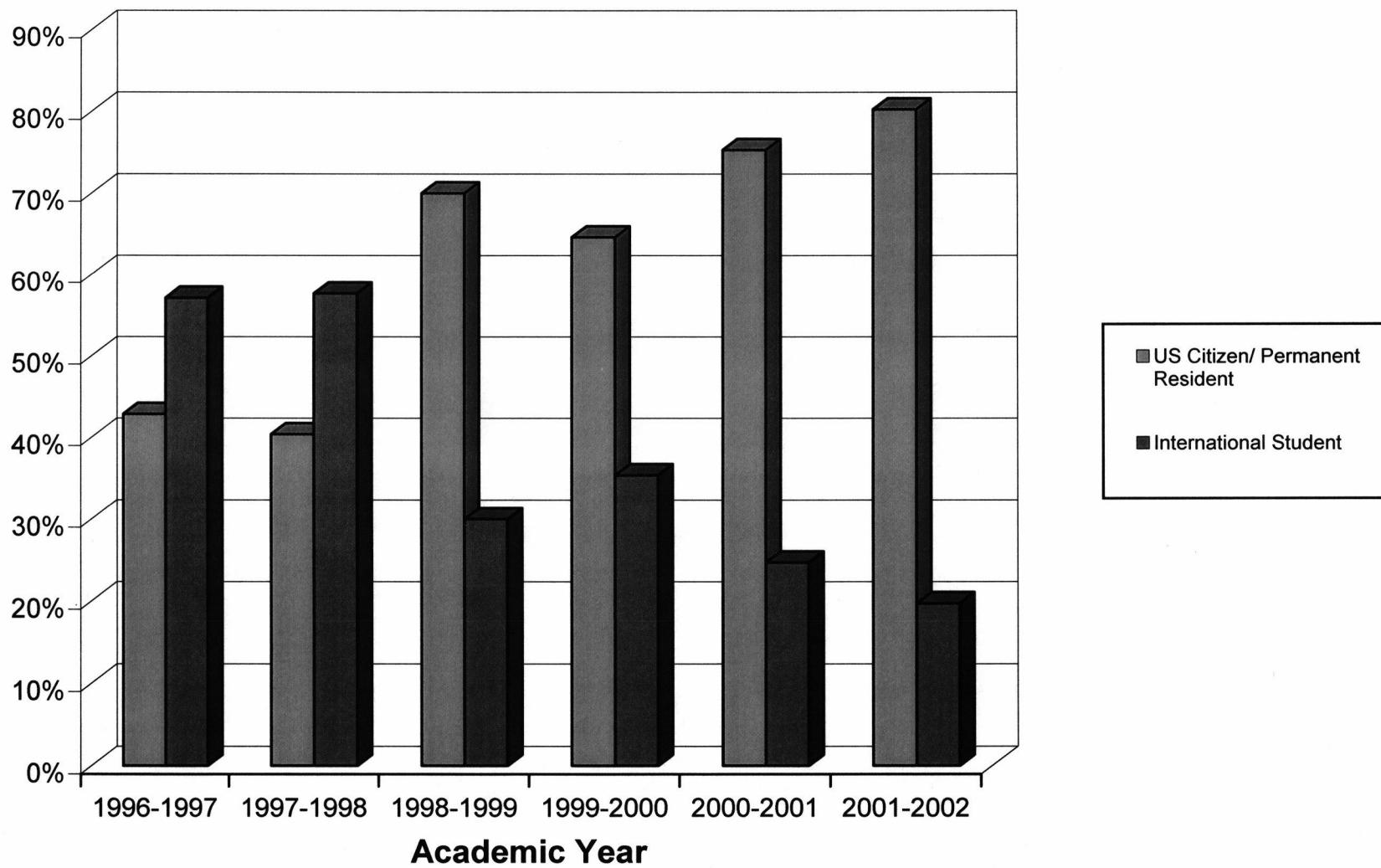


■ Undergraduate

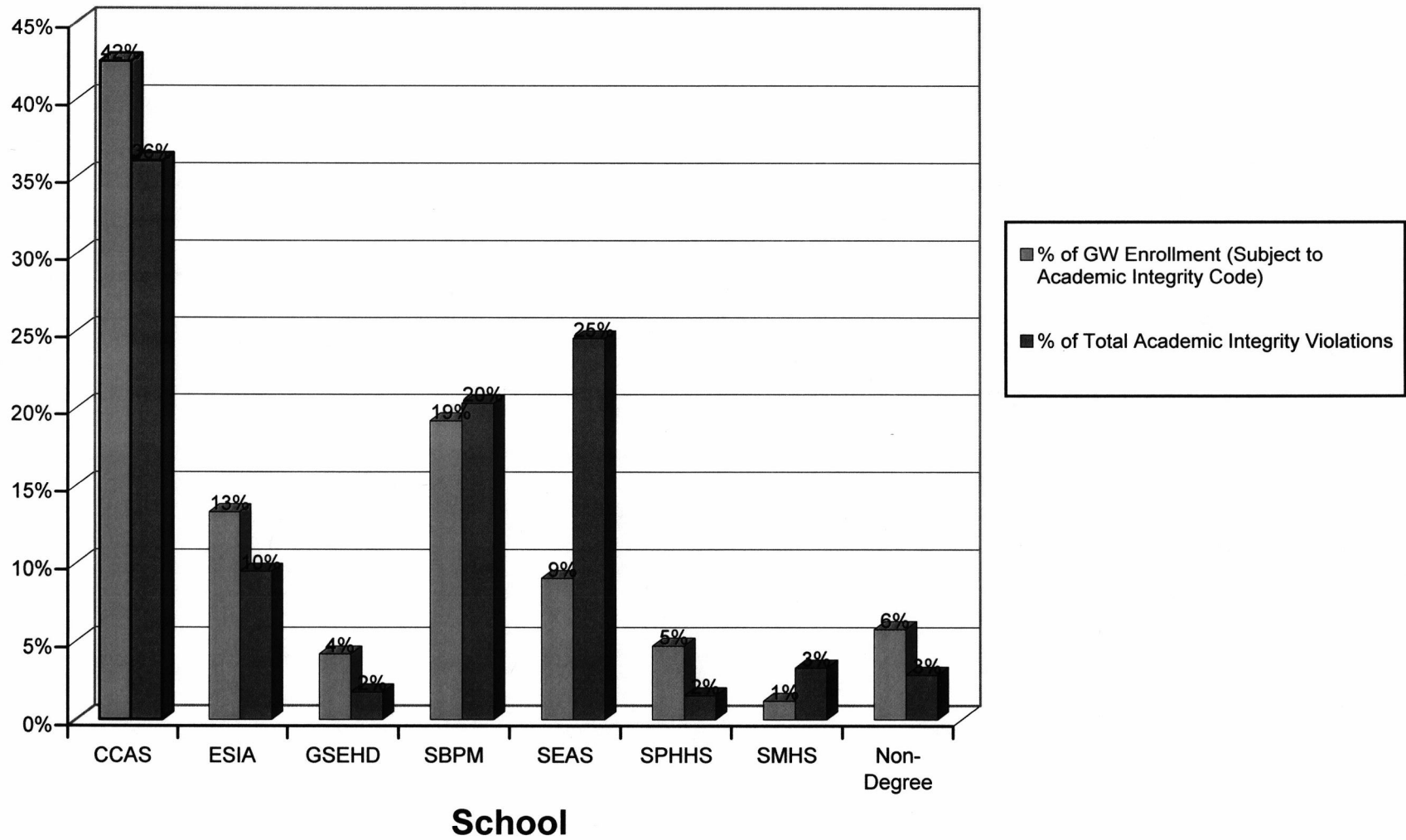
■ Graduate

■ Non-Degree

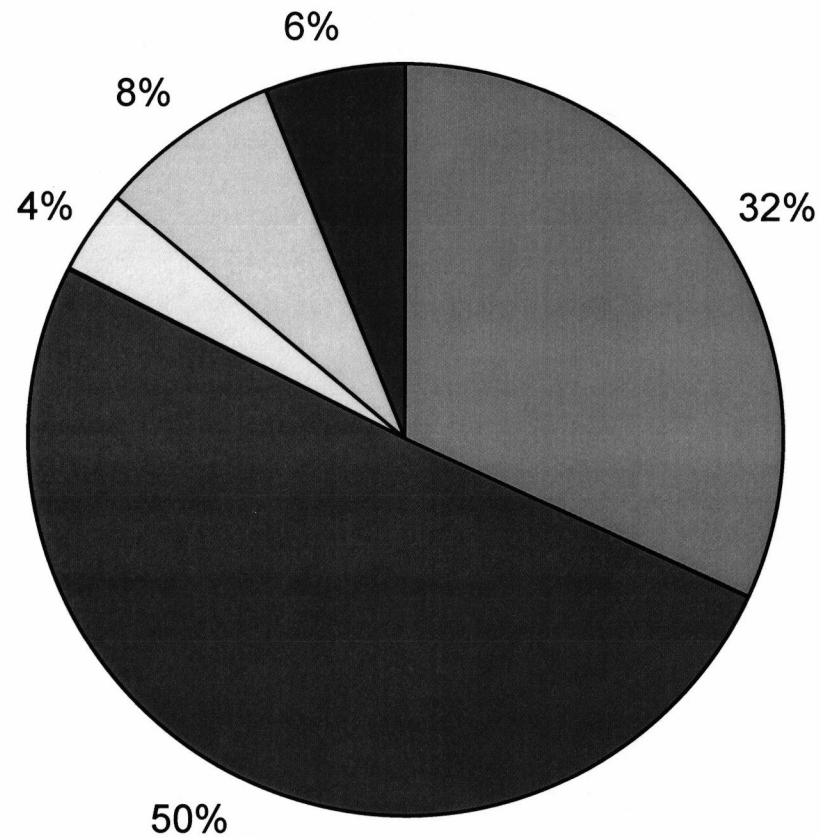
## Violations by Domestic/International Student Status



**Academic Integrity Violations by School Compared with Percentage of Total GW Enrollment  
(1996-2002)**



## Types of Academic Integrity Violations (1996-2002)



■ Cheating

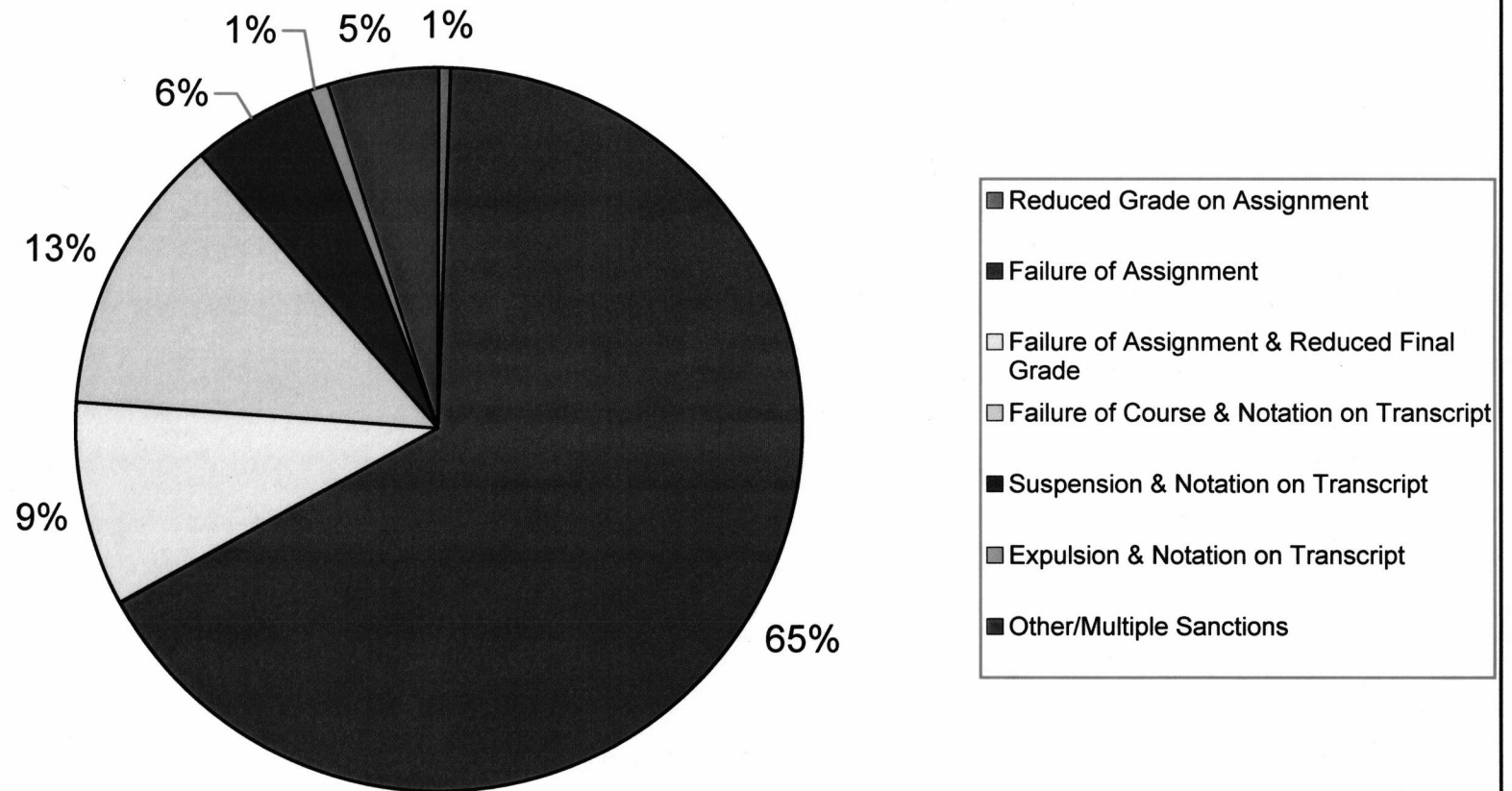
■ Plagiarism

□ Facilitation

■ Falsification/Fabrication

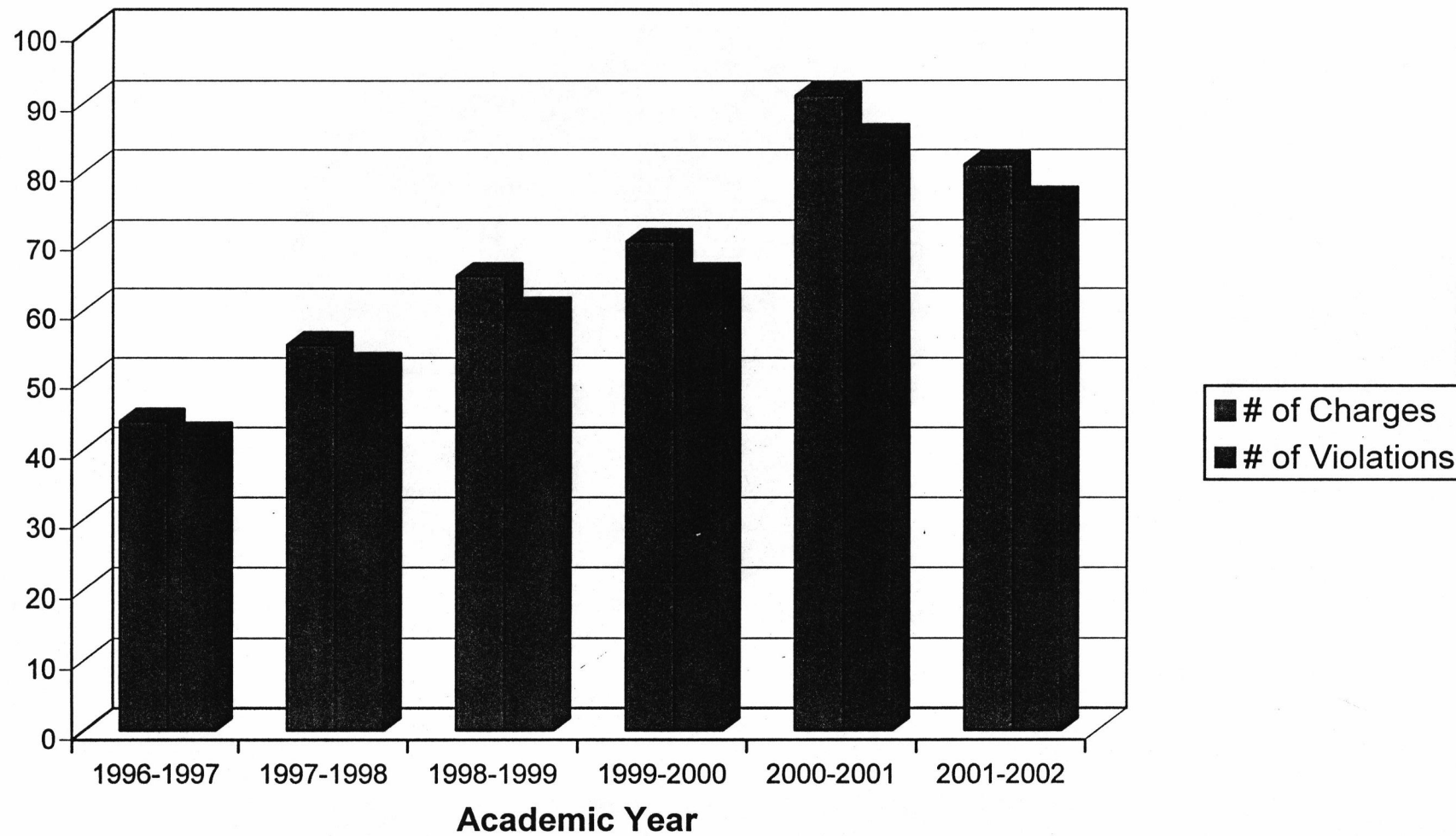
■ Multiple Violations

## Types of Sanctions (1996-2002)

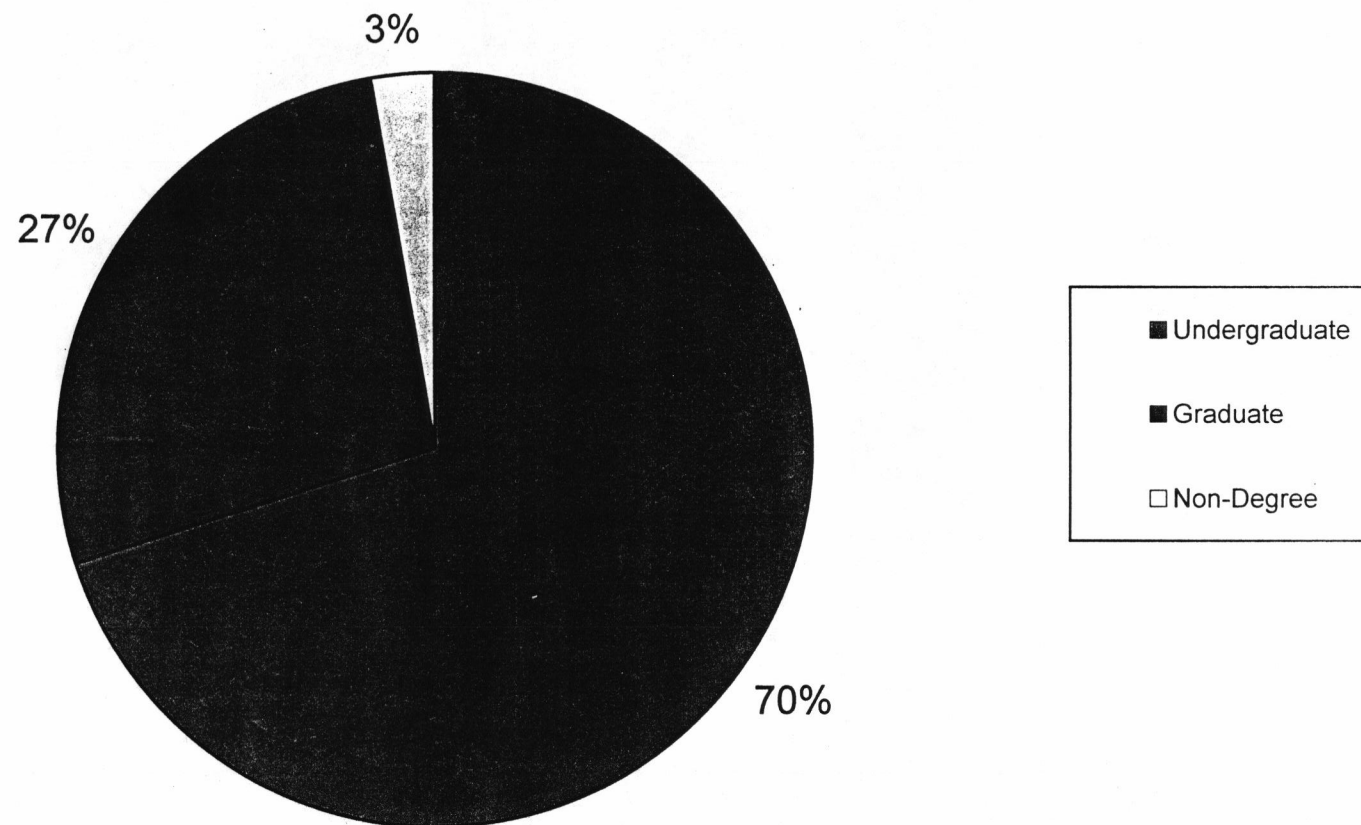




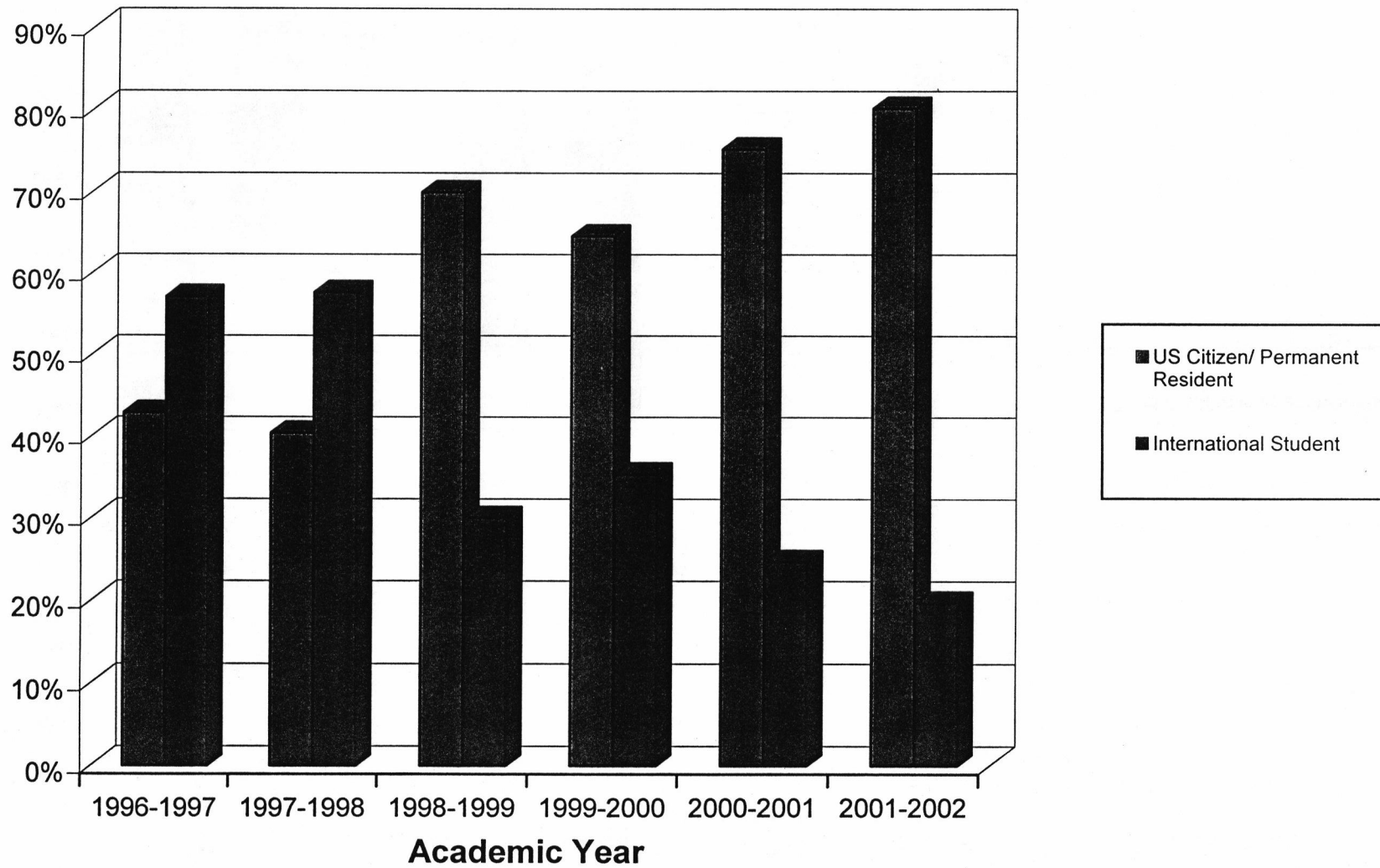
## Number of Academic Integrity Code Charges Compared with Number Found "In Violation" (1996-2002)



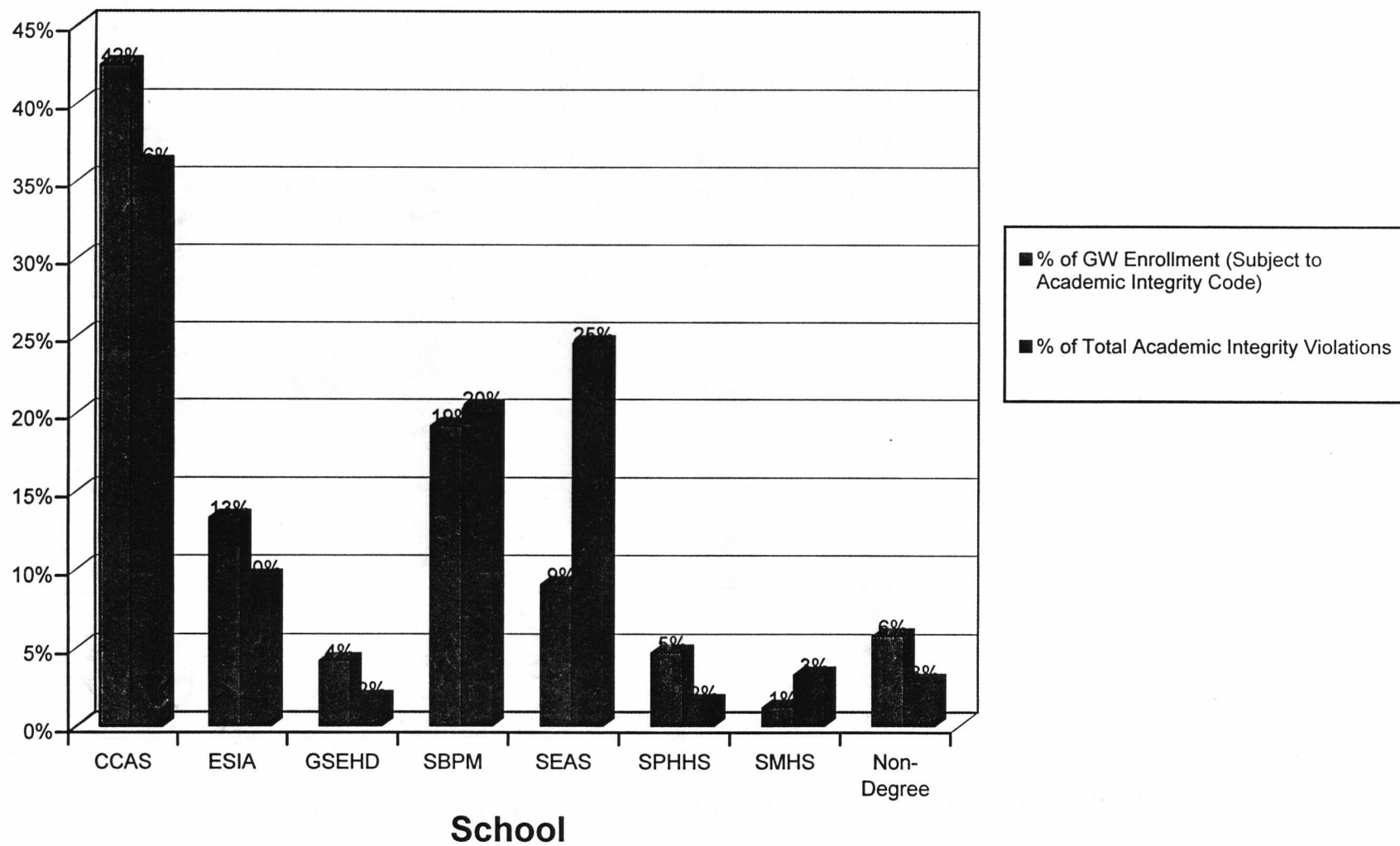
### Violations by Student Level (1996-2002)



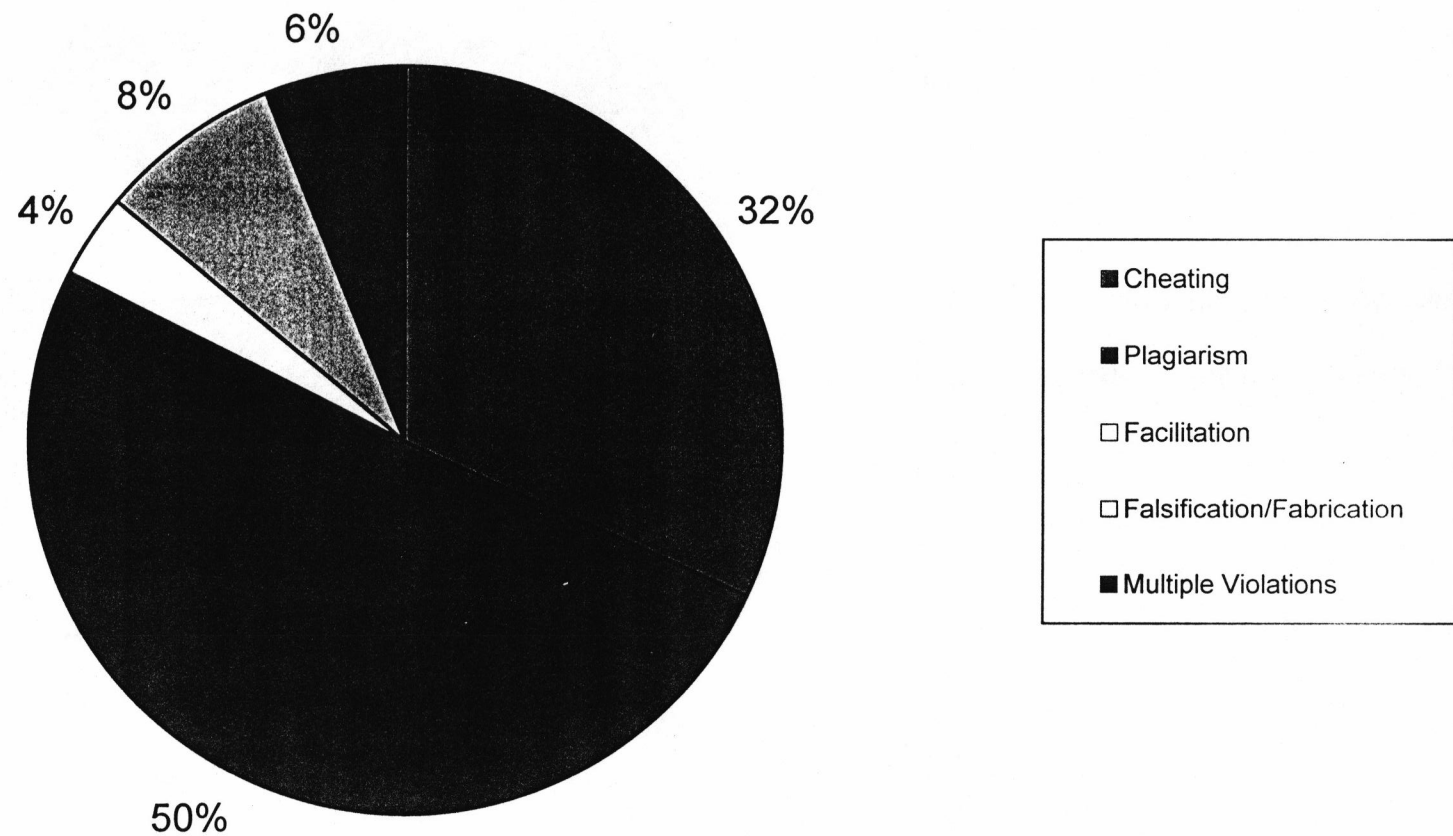
## Violations by Domestic/International Student Status



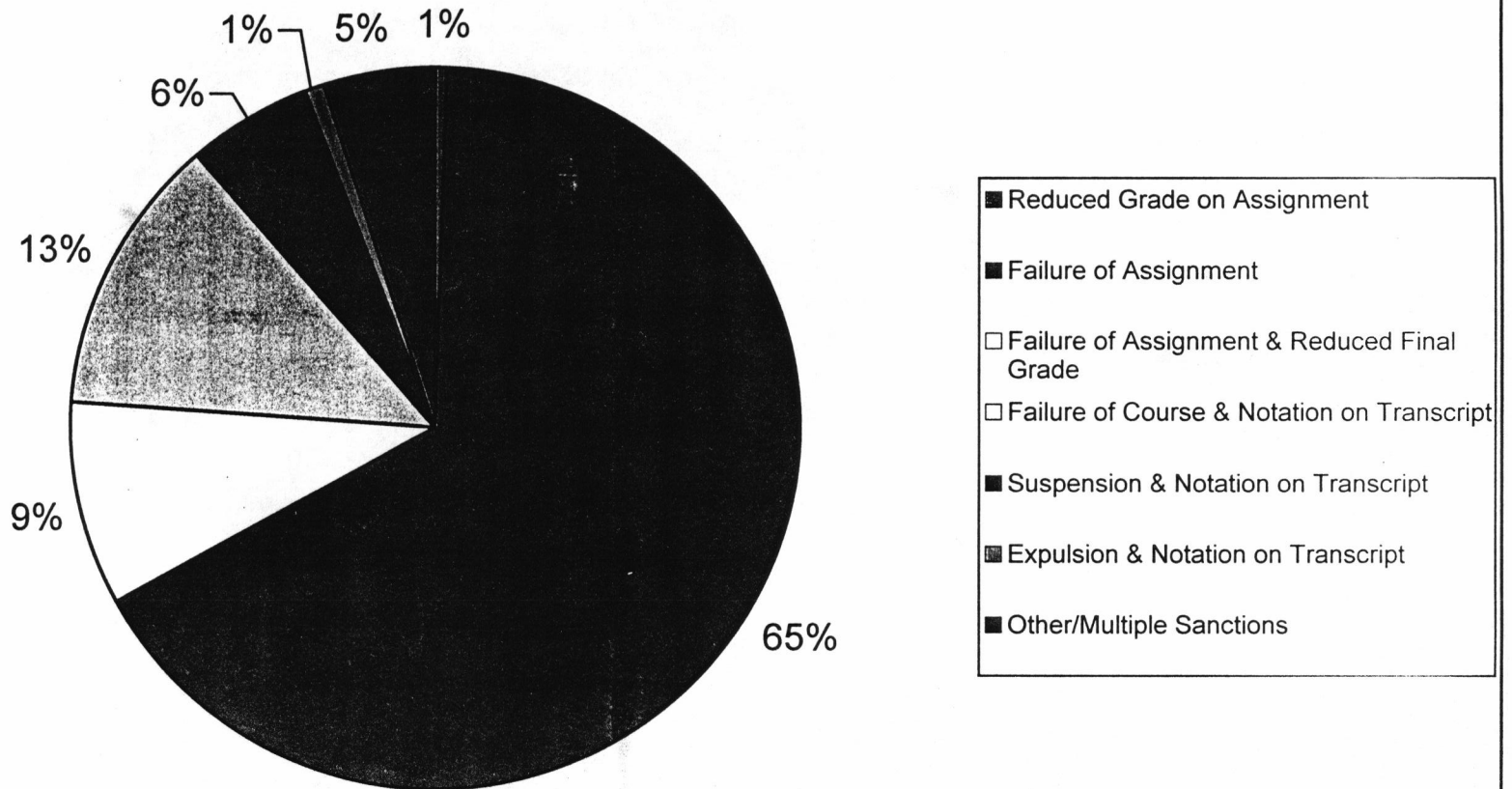
**Academic Integrity Violations by School Compared with Percentage of Total GW Enrollment  
(1996-2002)**



## Types of Academic Integrity Violations (1996-2002)



## Types of Sanctions (1996-2002)





REPORT OF THE EXECUTIVE COMMITTEE  
November 8, 2002

I. Status of Faculty Personnel Matters

I am pleased to report that one of the grievance cases in the School of Business and Public Management has been resolved through the mediation process. On behalf of the Executive Committee, I extend sincere thanks to Professor Carol Izumi, who was the mediator in this case and who has given so generously of her time and expertise on behalf of the University community.

II. Meeting of the Academic Affairs Committee of the Board of Trustees

As reported at the last Senate meeting, the regular meeting of the Academic Affairs Committee was scheduled for October 18. The report I presented on behalf of the Faculty Senate has been distributed to you. Additionally, pursuant to a request from the Academic Affairs Committee, I also gave a presentation on our nonconcurrence process, the Board's role in that process, and the reasons supporting its continued inclusion in the process.

III. Executive Committee Actions

At the request of Vice President Lehman, the Executive Committee appointed Professor Ralph Mueller (Graduate School of Education and Human Development) and Professor Maria Cecilia Zia (Columbian College) to the Salary Equity Task Force.

The Executive Committee also appointed, at the request of Associate Vice President Linebaugh, the following Senate members to Middle States Periodic Review Committees: Professor Michael Castleberry (Academics Subcommittee), Professor Salvatore Paratore (Strategic Planning Subcommittee), and Professor Murli Gupta (Technology Subcommittee). The republication of the Faculty Code was raised at the October meeting. I am pleased to report that the Sue Campbell and Nina Posidelow of the Senate staff are in the early stages of that process.

#### IV. Matters under Consideration

Yesterday I received a communication from President Trachtenberg regarding the proposed governance restructuring. As his memorandum reached Executive Committee members only late yesterday or today, we have not had an opportunity for discussion. We will be meeting on the matter next week. There are important points that need to be clarified with the President. We will then report back to you fully.

#### V. Interim Reports

Please note that next month's meeting agenda will include interim reports of Senate Committees. Please be prepared to present both oral and written reports.

#### VI. Farmers' Market

As a reflection of the sentiments expressed throughout the campus, the Executive Committee would like to thank the students for organizing the Farmers' Market. We wish continued success for this endeavor as it benefits both the University and the Foggy Bottom community.

#### VII. Executive Committee Meeting

The next meeting of the Executive Committee is scheduled for November 15. Resolutions and other matters should be submitted prior to that date.

#### VII. Faculty Assembly

Please be reminded that the Faculty Assembly will meet on Monday, November 11 at 3 p.m. in the Marvin Center Ballroom.



THE GEORGE WASHINGTON UNIVERSITY  
Washington, D.C.

The Faculty Senate

October 29, 2002

The Faculty Senate will meet on Friday, November 8, 2002, at 2:10 p.m. in the Alumni House, First Floor, 1925 F Street, N.W.

AGENDA

1. Call to order
2. Approval of the minutes of the regular meeting of October 11, 2002, as distributed
3. Resolutions

A RESOLUTION ON CHANGES TO THE FACULTY ORGANIZATION PLAN (02/4); Professor Lilien F. Robinson, Chair, Executive Committee of the Faculty Senate

4. Introduction of Resolutions
5. Update on the Elliott School of International Affairs; Dean Harry Harding
6. Update on the Code of Academic Integrity; Associate Vice President Craig Linebaugh
7. General Business:
  - (a) Report of the Executive Committee; Professor Lilien F. Robinson, Chair
8. Brief Statements
9. Adjournment

Attachment

*Dennis L. Geyer*  
Dennis L. Geyer  
Secretary

A RESOLUTION ON CHANGES TO THE FACULTY ORGANIZATION PLAN 02/4

WHEREAS, the Faculty Organization Plan, published in 1987, provides for representation on the Faculty Senate from: Columbian College of Arts and Sciences, the School of Education and Human Development, the School of Engineering and Applied Science, the School of Government and Business Administration, the National Law Center, the School of International Affairs, the Graduate School of Arts and Sciences, and the School of Medicine and Health Sciences; and

WHEREAS, the names of four Schools have been changed, one School has been eliminated, and one School has been established; and

WHEREAS, the Faculty Organization Plan should accurately identify the academic units as they now exist; and

WHEREAS, the Graduate School of Arts and Sciences has been merged into the Columbian College of Arts and Sciences; and

WHEREAS, the School of Public Health and Health Services was established subsequent to the 1987 publication of the Faculty Organization Plan and therefore is not listed or assigned representation, as are all other Schools, on the Faculty Senate;  
NOW, THEREFORE

BE IT RESOLVED THAT THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY SUPPORTS THE ADOPTION OF THE FOLLOWING CHANGES TO THE FACULTY ORGANIZATION PLAN BY THE FACULTY ASSEMBLY:

1. All the Schools which comprise the academic unit of the University be accurately listed in Article I, Section 2 of the Faculty Organization Plan as follows: Columbian College of Arts and Sciences, the School of Medicine and Health Sciences, the Law School, the School of Engineering and Applied Science, the Graduate School of Education and Human Development, the School of Business and Public Management, the Elliott School of International Affairs, the School of Public Health and Health Services.
2. References to the Graduate School of Arts and Sciences be deleted.
3. The School of Public Health and Health Services be listed as one of the Schools of the University and allotted as are all other Schools representation on the Faculty Senate and on the Executive Committee.
4. The School of Public Health and Health Services be allotted one elected member on the Faculty Senate and the Executive Committee.

Executive Committee of the Faculty Senate  
October 25, 2002